

2016

District and Campus

COORDINATOR MANUAL



TEXAS STUDENT ASSESSMENT PROGRAM

State of Texas Assessments of Academic Readiness (STAAR®)

State of Texas Assessments of Academic Readiness Alternate 2 (STAAR Alternate 2)

Texas English Language Proficiency Assessment System (TELPAS)

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Contact Information/Resources

Contact Information	
For questions about	Contact
the student assessment program, Texas Education Agency policies, State Board of Education or commissioner rules, accommodation requests, testing irregularities, and general testing	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: Student.Assessment@tea.texas.gov Website: http://tea.texas.gov/student.assessment/
STAAR, STAAR L, and STAAR A shipping information, additional orders, score code corrections, student information updates, precoding	Texas Assessment Support Center Telephone: 855-333-7770 Fax: 844-257-3499 Email: STAAR3-8@ets.org STAAREOC@ets.org
STAAR Alternate 2 and TELPAS shipping information, additional orders, score code corrections, student information updates, precoding	Customer Service Center Telephone: 800-627-0225 Email: TxPearsonAccess@support.pearson.com

General Information Resources	
For general information related to	Access
student assessment program	TEA Student Assessment Division website at http://tea.texas.gov/student.assessment/
STAAR	http://tea.texas.gov/student.assessment/staar/
STAAR Spanish, STAAR L, and TELPAS	http://tea.texas.gov/student.assessment/ell/
STAAR A	http://tea.texas.gov/student.assessment/staara/
STAAR Alternate 2	http://tea.texas.gov/student.assessment/special-ed/staaralt/
TELPAS holistic rating training courses and online calibration activities	http://www.TexasAssessment.com/TELPASTrainingCenter/
test security and reporting of testing irregularities	http://tea.texas.gov/student.assessment/security/
online testing (training, administration materials, technology assistance, and student tutorials)	http://www.TexasAssessment.com/resources/

Abbreviations

Certain key terms are abbreviated throughout the manual. The table below lists abbreviations commonly used in the *Coordinator Manual*.

Abbreviation	Term
ARD	admission, review, and dismissal
CSR	Confidential Student Report
ELL	English language learner
ELPS	English Language Proficiency Standards
EOC	end-of-course
ESC	education service center
ESL	English as a second language
IEP	Individualized Education Program
LEP	limited English proficient
LPAC	language proficiency assessment committee
PEIMS	Public Education Information Management System
PLDs	proficiency level descriptors
RTI	response to intervention
SOA	standardized oral administration
SSI	Student Success Initiative
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System

Policy and Procedure Highlights

STAAR Testing Dates

In response to comments received by TEA to increase instructional time for students, test dates for STAAR administrations for grades 3, 4, 6, and 7 mathematics and reading; grades 5 and 8 science; and grade 8 social studies have shifted and are now scheduled for May 9–May 13 in 2016. Student test results will be delivered to districts by June 15, 2016.

Implementation of House Bill 743

To meet legislative requirements of House Bill (HB) 743, the STAAR grades 4 and 7 writing assessments have been redesigned so that each assessment can be administered on a single day within a four-hour time period. In 2016, the STAAR grades 4 and 7 writing assessments will be administered on Tuesday, March 29.

HB 743 also requires that STAAR assessments be designed so that 85% of students can complete the grades 3–5 assessments in two hours and 85% of students can complete the grades 6–8 assessments in three hours. To meet this legislative requirement to reduce the length of each assessment while maintaining valid and reliable assessments, there will be no embedded field-test questions for the spring 2016 administrations. There will be only one form of each STAAR assessment in grades 3–8. Therefore, form number information will be removed from test booklets and answer documents.

In addition, to determine more precisely what adjustments to the tests might be needed to meet legislative requirements, TEA will collect data on students' answer documents during the spring 2016 test administrations on the time it takes students to complete the assessments. Instructions for marking the time-to-test on students' answer documents will be provided in the 2016 test administrator manuals.

Students Required to Leave the Testing Room

To help ensure that all students have an opportunity to test in an environment as free from distractions as possible, beginning in spring 2016, test administrators will be required to release students from the testing area once they have finished and submitted their tests for scoring. This will help those students who need to take the full time allowed for testing, while providing students who finish in less time the opportunity to engage in other school-related activities.

First Year Students from Out-of-State

To meet legislative requirements of HB 2349, school districts and charter schools will be required to identify students who have moved to Texas from out-of-state within the past year. Procedures for reporting out-of-state transfer students will be provided in the appropriate test administrator manuals.

Change to Precoded Materials

Starting in spring 2016, precoded labels will no longer be used on students' answer documents. Instead, answer documents for all tests will be precoded, eliminating the need for districts to affix labels.

STAAR Algebra II and English III Assessments

In May 2016, STAAR Algebra II and English III assessments will be available for districts to administer on an optional basis as postsecondary readiness measures. Texas Education Code (TEC) specifies that test results cannot be used for class grades, class rank, accountability, or teacher evaluation. However, the TEC stipulates that students can use their scores on STAAR Algebra II and English III to meet the Texas Success Initiative (TSI) testing requirement.

Districts that elect to offer STAAR Algebra II, English III, or both assessments must administer the tests to all students in the district who are enrolled in these courses. STAAR Algebra II and English III will be provided online and on paper. Braille and large print versions of these assessments will also be available. Districts will be required to provide participation counts for students who will be taking STAAR Algebra II and English III assessments.

TELPAS Testing Window

To accommodate the needs of districts, the Texas English Language Proficiency Assessment System (TELPAS) testing window has been extended by one week. TELPAS is scheduled to be administered March 7–April 6, 2016.

Changes to TELPAS Holistic Rating Training

- TELPAS holistic rating training will include changes for the 2015–2016 school year. Key changes beginning in January 2016 include the following:
 - In spring 2016, raters and other testing personnel who need to access TELPAS online training courses and calibration will access them through a new online delivery system.
 - Online basic training courses for new TELPAS raters may be completed independently, while calibration activities must be completed in a monitored setting.
 - There will be two calibration sets available for raters rather than three. Set 2 is only required if the rater does not successfully calibrate at set 1.
 - Supplemental support training for raters is no longer required.

How to Use the 2016 Coordinator Manual



District and campus testing coordinators must be thoroughly familiar with the contents of this manual, the provisions of 19 TAC Chapter 101, and the *Test Security Supplement*. Test administration policies and procedures must be followed as written so that testing conditions are uniform statewide.

In addition to providing guidance to district and campus coordinators, this manual covers important information intended for principals, test administrators, and technology staff.

Coordinator Manual Organization

The three main sections of this manual (STAAR, STAAR Alternate 2, and TELPAS) are divided in the following manner:

- Introduction
- Training
- Preparation for Test Administrations
- Monitoring of Test Administrations
- Completion of Test Administration Process

This manual is set up to represent a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the  and  icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator may be responsible for completing the task.

The appendices include gridding information, score code information, and security oaths for STAAR, STAAR Alternate 2, and TELPAS administrations. Additional resources to the *Coordinator Manual* can be accessed on the TEA website. Links to the variety of online resources mentioned in this manual can be found in the NOTES column.

Keep the *Coordinator Manual* as a reference for all state assessments administered January through December 2016. This manual will **NOT** be included in the coordinator packet for each test administration. It is shipped to districts once, in January 2016, along with the Calendar of Events poster.



Coordinator
Manual
Resources

Icons

The following icons are used throughout the manual to help coordinators better understand their responsibilities or to indicate additional available resources. Most icons will be located in the NOTES column.



This icon indicates a checklist item that a district coordinator is responsible for completing.



This icon indicates a checklist item that a campus coordinator is responsible for completing.



This icon indicates a link to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the Coordinator Manual Resources webpage.



This icon indicates additional information that is available online. The text located below the icon links to specific online resources.



The NOTES column is provided for your convenience and can be used to jot down information; it also provides links to various resources, as noted below.

This icon is a link to the Calendar of Events.

This manual is set up to represent a chronological checklist.

This icon indicates online content.

The text indicates a link that can provide access to additional information.

STAAR	
NOTES	
 Calendar of Events	<ul style="list-style-type: none"> preparing testing materials for return to the district coordinator at the conclusion of test administrations, and coordinating online administration activities on the campus.
	<p>□ Schedule Training Sessions</p> <ul style="list-style-type: none"> Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances. Schedule sessions by the dates specified on the Calendar of Events. Campus coordinators must initial and sign an oath following training on test security and general testing procedures and before handling secure test materials.
 Planning Sheet for Campus Coordinator Training	<p>□ Distribute Manuals</p> <ul style="list-style-type: none"> Distribute this manual and the test administrator manuals (grades 3-5, 6-8, and EOC) to campus coordinators to read before their training sessions.
	<p>□ Prepare for and Conduct Training Sessions</p> <p>Required topics are listed below and can also be found online in the Planning Sheet for Campus Coordinator Training.</p> <ul style="list-style-type: none"> Roles and responsibilities <ul style="list-style-type: none"> campus coordinator responsibilities principal responsibilities test administrator responsibilities technology staff responsibilities support staff responsibilities (for example, hall monitors and office staff) Test security <ul style="list-style-type: none"> test confidentiality requirements test security policies, procedures, and oaths active monitoring seating charts and STAAR Materials Control Form consequences for adult and student cheating written composition and short answer response duplication policies optional Web-based test administrator training modules Scheduling test administrations <ul style="list-style-type: none"> testing dates time limits
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Coordinator Manual Resources

The Coordinator Manual Resources webpage on the Student Assessment Division website is divided into two sections: the manual itself and the resources referenced in the manual. Related resources are also available on the Student Assessment Division website and at <http://www.TexasAssessment.com>.

The PDF version of the *Coordinator Manual* can be searched using keywords. It also includes links indicated with light blue text. A webpage or a page within the *Coordinator Manual* will open when the link is accessed.

Resources referenced in this manual include the following:

General Information Resources	URL
Accommodation Resources	http://tea.texas.gov/student.assessment/accommodations/
Allowable Test Administration Procedures and Materials	http://tea.texas.gov/student.assessment/manuals/dccm/
Assessments for Students with Disabilities	http://tea.texas.gov/student.assessment/special-ed/
Calendar of Events	http://tea.texas.gov/student.assessment/manuals/dccm/
ELL Resources	http://tea.texas.gov/student.assessment/ell/
Language Proficiency Assessment Committee Resources	http://tea.texas.gov/student.assessment/ell/lpac/
Unified Minimum System Requirements	http://www.TexasAssessment.com/technology/
Oaths	http://tea.texas.gov/student.assessment/security/oaths/
Online Incident Report	http://tea.texas.gov/student.assessment/security/
Problems and Solutions	http://tea.texas.gov/student.assessment/manuals/dccm/
Request for Paper Administrations	http://tea.texas.gov/student.assessment/manuals/dccm/
Seating Chart Samples	http://tea.texas.gov/student.assessment/security/
Student Assessment Test Security	http://tea.texas.gov/student.assessment/security/
Testing Procedures Questions and Answers	http://tea.texas.gov/student.assessment/manuals/dccm/
Texas Administrative Code	http://ritter.tea.state.tx.us/rules/tac/
Texas Assessment Management System	http://www.TexasAssessment.com

STAAR Resources	URL
Answer Document Features Sample	http://tea.texas.gov/student.assessment/manuals/dccm/
Answer Documents for Training Purposes	http://tea.texas.gov/student.assessment/training/answer-docs/
Checklist for STAAR Administrations	http://tea.texas.gov/student.assessment/manuals/dccm/
Diagram of Shipping Box Contents	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>Educator Guide to STAAR A</i>	http://tea.texas.gov/student.assessment/staara/
Gridding Answer Documents for STAAR Students Taking Above Grade-Level Assessments	http://tea.texas.gov/student.assessment/manuals/dccm/
How to Pack Materials for Return to District Coordinator	http://tea.texas.gov/student.assessment/manuals/dccm/
How to Pack Materials for Return to Testing Contractor	http://tea.texas.gov/student.assessment/manuals/dccm/
Instructions for Verifying Precoded Student Information	http://tea.texas.gov/student.assessment/manuals/dccm/
Planning for STAAR Campus Coordinator Training	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR A Resources	http://tea.texas.gov/student.assessment/staara/
STAAR Calculator Policy	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Dictionary Policy	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR L Resources	http://tea.texas.gov/student.assessment/ell/staarl/
STAAR Materials Control Form	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Reports and Services	http://www.TexasAssessment.com/report-info/
Standardized Oral Administration Resources	http://tea.texas.gov/student.assessment/soa/
STAAR Time Limits Policies and Procedures	http://tea.texas.gov/student.assessment/manuals/dccm/

STAAR Alternate 2 Resources	URL
Checklist for STAAR Alternate 2 Administrations	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>Educator Guide to STAAR Alternate 2</i>	http://tea.texas.gov/student.assessment/special-ed/staaralt/
Planning for STAAR Alternate 2 Campus Coordinator Training	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Alternate 2 Materials Control Form	http://tea.texas.gov/student.assessment/manuals/dccm/
STAAR Alternate 2 Resources	http://tea.texas.gov/student.assessment/special-ed/staaralt/
STAAR Alternate 2 Scoring Document	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>STAAR Alternate 2 Test Administrator Manual</i> (non-secure front matter)	http://tea.texas.gov/student.assessment/manuals/dccm/

TELPAS Resources	URL
Checklist for TELPAS Administrations	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>Educator Guide to TELPAS Grades K–12</i>	http://tea.texas.gov/student.assessment/ell/telpas/
TELPAS Student Tutorials	http://TexasAssessment.com/telpas-tutorials/
TELPAS Holistic Rating Training Requirements	http://tea.texas.gov/student.assessment/ell/telpas/
<i>TELPAS Rater Manual</i>	http://tea.texas.gov/student.assessment/ell/telpas/manuals/
<i>TELPAS Reading Test Administrator Manual</i>	http://tea.texas.gov/student.assessment/ell/telpas/manuals/
TELPAS Problems and Solutions	http://tea.texas.gov/student.assessment/manuals/dccm/
TELPAS Resources	http://tea.texas.gov/student.assessment/ell/telpas/

Publication Titles

Titles of publications listed in this manual have been abbreviated for readability.

Official Title	Abbreviated Name	URL
<i>2016 District and Campus Coordinator Manual</i>	<i>Coordinator Manual</i>	http://tea.texas.gov/student.assessment/manuals/dccm/
<i>2016 STAAR Test Administrator Manuals (grades 3–5, 6–8, and EOC)</i>	<i>Test Administrator Manual</i>	http://tea.texas.gov/student.assessment/manuals/

Supplements to the Coordinator Manual

- The *STAAR Assessment Management System User's Guide* and the *STAAR Alternate 2, TELPAS, and TAKS Assessment Management System User's Guide* explain how to navigate through the two platforms within the Texas Assessment Management System.
- The *Test Security Supplement*, adopted into Commissioner's rules, is designed to help districts implement the requirements for the administration of state assessments and to promote a secure testing program.
- The *STAAR L Paper Administration Guide* details coordinator and test administrator responsibilities for paper administrations of STAAR L.
- The *STAAR A Paper Administration Guide* details coordinator and test administrator responsibilities for paper administrations of STAAR A.
- The *TELPAS Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of TELPAS.

Texas Administrative Code

The TAC and updates to the TAC are available online.

NOTES



[Test Security Supplement](#)

[Technology Information](#)

[STAAR L Resources](#)

[STAAR A Resources](#)

[TELPAS Resources](#)

[Texas Administrative Code](#)



[Assessments for
Students with
Disabilities](#)

[ELL Resources](#)

[Accommodation
Resources](#)

[STAAR
Alternate 2
Resources](#)

[TELPAS
Resources](#)

General Program Information

STAAR

The State of Texas Assessments of Academic Readiness (STAAR®) program includes STAAR, STAAR Spanish, STAAR L, and STAAR A. STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum, the TEKS.

STAAR Alternate 2

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with significant cognitive disabilities receiving special education services. STAAR Alternate 2 is administered in the same grades/subjects and courses as the STAAR assessments.

TELPAS

TELPAS assesses the progress that ELLs in K–12 make in acquiring the English language in the domains of listening, speaking, reading, and writing.

Allowable Test Administration Procedures and Materials for STAAR, STAAR Spanish, STAAR L, STAAR A, and TELPAS

During state assessments, certain test administration procedures and materials may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of these procedures or materials during instruction. A student cannot be required to use them during testing. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

Allowable test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be recorded on students' answer documents. A list of allowable procedures and materials is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English language learner
- allowing a student to read the test aloud to facilitate comprehension
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
 - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
 - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- making the following assistive tools available:
 - scratch paper
 - color overlays
 - blank place markers
 - magnifying devices
 - highlighters, colored pencils, or crayons
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task



Allowable Test
Administration
Procedures and
Materials



*Educator Guide to
STAAR A*

*Educator Guide to
STAAR Alternate 2*

*Accommodation
Resources*

Information about Accommodations

Accommodations are changes to instructional materials, procedures, or techniques that allow students with a disability and ELLs to participate meaningfully in grade-level or course instruction and testing activities. Information regarding allowable accommodations for the STAAR program can be found on the Accommodation Resources webpage. Information regarding allowable accommodations for TELPAS can be found in the applicable test administration manuals.

Accommodations for Students with Disabilities

The following types of accommodations are available to students with disabilities. This includes students receiving special education or Section 504 services, as well as those students who do not qualify for services but are eligible for accommodations due to their disabling condition.

- Type 1—accommodation approved locally. This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., admission, review, and dismissal [ARD] committee; ARD committee in conjunction with the language proficiency assessment committee [LPAC]; Section 504 placement committee; response to intervention [RTI] team; student assistance team). An Accommodation Request Form should **NOT** be submitted to TEA.
- Type 2—accommodation requiring TEA approval. This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria. If so, an Accommodation Request Form must be submitted to TEA for approval.

Refer to the Accommodation Resources webpage for detailed information regarding accommodations for students with disabilities.

Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of a testing accommodation may occur just prior to or on the day of the state assessment. For example, a student may have a broken arm and need his or her responses transcribed onto the answer document. When considering how to meet a student's needs in an unexpected or emergency situation, encouraging student independence should be a priority.

If the student's needs can be met with an allowable procedure or material or a Type 1 accommodation, it should be made available to the student during testing. There is no need to contact TEA. If, however, a Type 2 accommodation will be needed, contact the TEA Accommodations Task Force for permission and additional instructions.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the procedure, material, or accommodation during classroom instruction and testing. After testing, if the student used a Type 1 or 2 accommodation, the appropriate bubble should be marked on the student's answer document or in the Texas Assessment Management System.

For additional questions about testing accommodations in unexpected or emergency situations, contact a member of TEA's Accommodations Task Force at 512-463-9536.

Linguistic Accommodations for ELLs

Linguistic accommodations address the unique second language acquisition needs of students who are acquiring a new language. These accommodations are intended to decrease the effect of linguistic difficulties ELLs experience when learning and demonstrating knowledge and skills in English.

Linguistic accommodations are available for eligible ELLs taking state assessments. The types and number of linguistic accommodations available vary according to the eligibility criteria and the subject area assessed. Because students taking STAAR Spanish are testing in their primary language, linguistic accommodations beyond a native language assessment are not provided. The linguistic accommodations available on state assessments are found on the Accommodation Resources webpage.

Oral Administration

Oral administration refers to the testing accommodation in which test questions and answer choices are read aloud or signed to a student who meets the eligibility criteria. The eligibility criteria and details about oral administration are located in the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage. Students who are eligible for an oral administration may be able to take a standardized oral administration (SOA), where available. Additional information about SOA can be found on the Standardized Oral Administration webpage.

Paper Administrations of Online Assessments

In rare circumstances, a paper administration of a test that is otherwise administered online only may be authorized by TEA. The district testing coordinator must submit a request to TEA for approval to administer a paper test for STAAR L, STAAR A, or TELPAS reading. To submit a request, access the form located online and submit to TEA.



[Accommodation Resources](#)

[Standardized Oral Administration Resources](#)

[Request for Paper Administrations](#)

Considerations for Testing with Accommodations

Because testing accommodations may affect how students' test sessions are conducted (e.g., extra time, oral administration), the guidelines below must be followed.

- The test administrator must receive additional training when required to administer tests with accommodations. If using a Type 1 or Type 2 accommodation, the test administrator will need to read the Special Instructions/Considerations section of the applicable accommodation policy and be trained on specific guidelines attached to an approved accommodation request.
- A test administrator must receive additional training if providing students with an oral administration.
- The test administrator should discuss the accommodations with the students in advance of the test session to explain what materials or types of assistance will be available to them during the assessment. This includes, in some cases, explaining to students the level of reading support the test administrator is allowed to provide during the test based on the documentation in the appropriate paperwork.

Calendar of Events—2016 Testing

Events		Test Administration/Grade Level					
	March TAKS Exit Level	March TELPAS Grades K–12	March STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading	March STAAR End-of-Course (English I and English II)	April STAAR Alternate 2	May STAAR End-of-Course (Algebra I, Biology, and U.S. History)	May STAAR End-of-Course (Algebra II) (English III)
Districts receive precode/registration file layout (online only)	8/10	8/10	8/10	8/10	8/10	8/10	8/10
District coordinators submit participation counts (paper and online testing)	—	—	12/10–1/15	12/10–1/15	10/12–11/13	12/10–1/22	12/10–1/22
District coordinators select precode option/select sort order	—	11/4–12/2	—	—	—	—	—
District coordinators submit precode files/send student data	—	—	1/11–2/5	1/11–2/5	—	1/11–3/4	1/11–3/4
Districts receive Materials List (posted online only)	—	—	2/29	2/29	2/26	4/5	4/5
Student data submission (online testing only)	1/11–3/4	1/18–4/8	STAAR L and STAAR A only 1/11–4/1	1/11–4/1	1/18–4/22	1/11–5/6	1/11–5/6
Registration for out-of-school/district examinees (online only)	12/8–2/5	—	—	1/14–2/5	—	1/14–3/4	1/14–3/4
Districts receive test administrator manuals	—	1/4–1/8	2/15–2/19	2/15–2/19	—	2/15–2/19	2/15–2/19
District coordinator training sessions	By 1/29	By 1/25 (for TELPAS only)	By 1/29	By 1/29	By 1/29	By 1/29	By 1/29
Districts receive combined shipment of test materials	—	—	3/7–3/11	3/7–3/11	2/29–3/4	4/11–4/15	4/11–4/15
Deadline for district coordinators to order additional materials	—	—	3/21	3/21	4/15	4/25	4/25
Districts receive precoded materials*	—	—	By 3/18	By 3/18	—	By 4/22	By 4/22
Districts receive out-of-school/district materials	—	—	—	By 3/18	—	By 4/22	By 4/22
Campus coordinator training sessions	By 2/19	Holistic by 2/5 Reading by 2/12	By 3/18	By 3/18	By 3/4	By 4/22	By 4/22
Test administrator training sessions	By 2/26	Holistic by 2/15 Reading by 3/4	By 3/25	By 3/25	By 3/18	By 4/29	By 4/29
TEST ADMINISTRATIONS	Writing	—	3/29	—	—	—	—
	English Language Arts	2/29	—	—	—	—	—
	Mathematics	3/1	3/29	—	—	—	—
	Reading	—	3/30	—	—	—	—
	Science	3/2	—	—	—	—	—
	Social Studies	3/3	—	—	—	—	—
	End-of-Course	—	—	3/29 English I 3/31 English II	—	5/2–5/6	5/10 (Algebra II) 5/11 (English III)
	STAAR Alternate 2	—	—	—	4/4–4/22	—	—
	TELPAS	3/7–4/6	—	—	—	—	—
Campus coordinators return scorable materials to district coordinator	—	—	3/31 (G5, 8) 4/4 (G4, 7)	4/4	—	5/9	5/12
District coordinators ship all scorable materials	—	—	4/1 (G5, 8) 4/5 (G4, 7)	4/5	—	5/10	5/13
District coordinators order additional reports through STAAR® Assessment Management System	3/8	4/8	4/4 (G5, 8) 5/16 (G4, 7)	5/13**	4/26	5/13	5/13
Districts complete verification of TELPAS student records	—	4/8	—	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator	3/8	4/12	4/8	4/8	4/26	5/24	5/24
District coordinators ship all nonscorable materials	3/11	4/15	4/12	4/12	4/29	5/25	5/25
Districts receive Standard and additional Reports	4/15	5/6	4/19 (G5, 8) 6/15 (G4, 7)	6/3	5/18	6/3	6/30 (Algebra II) 8/19 (English III)
Education Service Centers (ESCs) receive preliminary region reports (online only)	—	—	4/26 (G5, 8) 6/22 (G4, 7)	6/10	5/25	6/10	7/7 (Algebra II) 8/26 (English III)
Districts notify students and parents of test results	By 5/27	By 5/27	By 6/30	By 6/10	By 6/2	By 6/10	By 7/7 (Algebra II) By 8/26 (English III)
Districts resolve student test warnings/record changes	—	—	4/5–4/21 (G5, 8) 4/5–6/17 (G4, 7)	4/5–6/3	—	5/9–6/3	5/9–7/1 (Algebra II) 5/9–8/19 (English III)
Districts submit test information changes	—	5/6–5/20	4/5–4/21 (G5, 8) 4/5–6/17 (G4, 7)	—	—	—	—
Districts receive updated CSRs and data files (online only)	—	5/25	5/5 (G5, 8) 7/1 (G4, 7)	6/13	—	6/20	7/15 (Algebra II) 9/6 (English III)
ESCs receive final region reports (online only)	6/3	6/10	5/12 (G5, 8) 7/8 (G4, 7)	6/13	6/17	6/27	7/25 (Algebra II) 9/12 (English III)
Districts report results to local board of trustees	By 9/30	—	By 9/30	By 9/30	By 9/30	By 9/30	By 9/30

*Precoded materials may arrive up to three weeks prior to the date noted.

†New coordinators only

\$Window applies to the STAAR EOC mode selection and not participation collection.

††Additional Reports for the March STAAR grades 4 and 7 administration will be ordered with the May STAAR 3–8 administration.

**Additional Reports for the March STAAR End-of-Course administration will be ordered with the May STAAR End-of-Course administration.

†††Precoded materials will be shipped with combined shipment of test materials.

Calendar of Events—2016 Testing

Events			Test Administration/Grade Level						
			May STAAR Grades 3–8	May STAAR Grades 5&8 Reading and Math Retest	June STAAR Grades 5&8 Reading and Math Retest	July STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)	July TAKS Exit Level	October TAKS Exit Level	December STAAR End-of-Course (Algebra I, English I, English II, Biology, and U.S. History)
Districts receive precode/registration file layouts (online only)			8/10	—	—	8/10	8/10	—	8/8
District coordinators submit participation counts (paper and online testing)			12/10–1/22	—	—	4/11–4/22§	—	—	8/15–9/2
District coordinators select precode option/select sort order			—	—	—	—	—	—	—
District coordinators submit precode files/send student data			1/11–3/11	—	—	5/31–6/3	—	—	9/19–10/7
Districts receive Materials List (posted online only)			4/5	4/18	6/6	6/6	—	—	11/7
Student data submission (online testing only)			STAAR L, STAAR A, and SOA only 1/11–5/13	STAAR L and STAAR A only 4/18–5/13	STAAR L and STAAR A only 5/31–6/24	5/31–7/15	5/23–7/14	8/30–10/20	9/19–12/9
Registration for out-of-school/district examinees (online only)			—	—	5/23–6/1	5/23–6/7	5/2–6/17	8/8–9/23	9/19–10/7
Districts receive test administrator manuals			2/15–2/19	2/15–2/19	2/15–2/19	2/15–2/19	—	—	2/15–2/19
District coordinator training sessions			By 1/29	By 1/29	By 1/29	By 6/10†	By 6/10†	By 9/23†	By 11/10†
Districts receive combined shipment of test materials			4/18–4/22	4/18–4/22	6/6–6/10	6/20–6/24	—	—	11/14–11/18
Deadline for district coordinators to order additional materials			5/2	5/2	6/13	7/1	—	—	11/28
Districts receive precoded materials*			By 4/29	By 4/29††	By 6/10††	By 7/1	—	—	By 11/18††
Districts receive out-of-school/district materials			—	—	By 6/17	By 7/1	—	—	By 11/18
Campus coordinator training sessions			By 4/29	By 4/29	By 6/3	By 6/17	By 7/1	By 10/7	By 11/14
Test administrator training sessions			By 5/6	By 5/6	By 6/17	By 7/8	By 7/8	By 10/14	By 12/2
TEST ADMINISTRATIONS	Writing	—	—	—	—	—	—	—	—
	English Language Arts	—	—	—	—	7/11	10/17	—	—
	Mathematics	5/9 (G3, 4, 6, 7)	5/9	6/21	—	7/12	10/18	—	—
	Reading	5/10 (G3, 4, 6, 7)	5/10	6/22	—	—	—	—	—
	Science	5/11 (G5, 8)	—	—	—	7/13	10/19	—	—
	Social Studies	5/12 (G8)	—	—	—	7/14	10/20	—	—
	End-of-Course	—	—	—	7/11 (English I) 7/13 (English II) 7/11–7/15 (all other courses)	—	—	12/5 (English I) 12/7 (English II) 12/5–12/9 (all other courses)	
	STAAR Alternate 2	—	—	—	—	—	—	—	—
	TELPAS	—	—	—	—	—	—	—	—
Campus coordinators return scorable materials to district coordinator			5/13	5/13	6/23	7/18	—	—	12/12
District coordinators ship all scorable materials			5/16	5/16	6/24	7/19	—	—	12/13
District coordinators order additional reports through STAAR® Assessment Management System			5/16	5/16	6/24	7/19	7/19	10/25	12/13
Districts complete verification of TELPAS student records			—	—	—	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator			5/24	5/24	6/28	7/19	7/19	10/25	12/14
District coordinators ship all nonscorable materials			5/25	5/25	7/1	7/22	7/22	10/28	12/16
Districts receive Standard and additional Reports			6/15	5/31	7/8	8/19	8/12	12/2	1/19
Education Service Centers (ESCs) receive preliminary region reports (online only)			6/22	—	—	—	—	—	—
Districts notify students and parents of test results			By 6/30	By 6/7	By 7/15	By 8/26	By 9/2	By 12/20	By 2/2
Districts resolve student test warnings/record changes			5/16–6/17	5/12–6/2	6/27–7/8	6/27–8/19	—	—	12/13–1/20
Districts submit test information changes			5/16–6/17	—	—	—	—	—	—
Districts receive updated CSRs and data files (online only)			7/1	6/16	7/21	9/6	—	1/13	2/3
ESCs receive final region reports (online only)			7/8	6/23	7/28	9/12	9/16	1/13	2/10
Districts report results to local board of trustees			By 9/30	By 9/30	By 9/30	By 10/28	By 10/28	By 1/20	By 3/24

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023 and §39.027 are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual, in the *Test Security Supplement*, and in the test administrator manuals.

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. District coordinators must refer to the distribution lists provided by the vendor and complete the following steps to maintain proper inventory of testing materials:

- Upon receipt from the state's testing contractor, verify that all testing materials boxes have been accounted for and match the proof of delivery on the shipper's bill of lading and the district shipping notice contained in Box 1 (white box) of the shipment.
- Require campuses to immediately inventory all testing materials received and to notify the district coordinator of any shortages or discrepancies.
- Immediately notify the state's testing contractor of any discrepancies identified between the materials received and the district and campus shipping notices included in Box 1 of the district and campus shipments.
- Place test booklets and answer documents in secure, limited-access, locked storage when not in use.
- After the completion of a test administration, collect and destroy any recordings, graph paper, scratch paper, or state-supplied reference materials, that students have written on during a test.
- Require that all secure materials assigned to individual campuses have been accounted for and packaged in accordance with the procedures detailed in the manuals.



Texas
Education
Code

Texas
Administrative
Code

*Test Security
Supplement*

STAAR Materials
Control Form

STAAR Alternate 2
Materials Control
Form

- Require that all secure accommodation materials, provided with permission to students participating in STAAR Alternate 2, have been collected and returned to the district coordinator for return to the vendor.
- Maintain inventory and shipping records (bills of lading, pallet detail reports, district and campus shipping notices, documents used to track the delivery of materials to and between campuses, Materials Control Forms) for at least five years in the event that a discrepancy arises or the receipt of the district's materials cannot be confirmed.

District coordinators are ultimately responsible for ensuring that all secure test materials have been accounted for prior to shipping the materials back to the testing contractor.



Oaths

Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all secure test materials, including test booklets; online assessments, including test tickets; completed answer documents; STAAR Alternate 2 stimulus images and text; and TELPAS calibration activities and components for holistically rating student performance. This requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments before handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Texas Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or online assessment be examined, permission **must** first be obtained from TEA.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions or short answer responses.
- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. (Administration procedures for STAAR Alternate 2 allow more interaction with the test than typically is permitted.) As a reminder of this

obligation, these individuals are required to sign an additional section of the test administrator oath.

- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may receive or provide answers to student profiles during TELPAS calibration activities.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the *Test Security Supplement*.

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term
- issuance of an inscribed or non-inscribed reprimand
- suspension of a Texas educator certificate for a set term
- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.



*Test Security
Supplement*

*Student
Assessment Test
Security*

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the assessment program, including a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual: be employed by the district, trained and sign a security oath, and if noncertified, must be supervised by certified personnel. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for **each** role.

NOTE: All personnel, including coordinators, test administrators, and warehouse personnel, who have access to secure test materials or who administer or assist in the administration of state assessments must be trained and sign a security oath.

Security oaths are available in Appendix C of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

Testing personnel are required to sign security oath(s) only once for the 2016 calendar year. All oaths are valid for 2016 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period. The TELPAS oaths for raters and writing collection verifiers must be signed separately according to the training and security requirements of those assessments.

Refer to the associated section in the *Texas Assessment Management System User's Guide* for information about the online testing confidentiality statement.

Document Retention

Districts are required to securely maintain the following documents for a period of five years after a test administration:

- signed security oaths for all testing personnel (with the exception of the district coordinator and superintendent/chief administrative officer oaths, which are shipped to the state's testing contractor)
- testing irregularity and investigation documentation



Oaths

*Texas Assessment
Management
System User's
Guide*

- inventory and shipping records (including Materials Control Forms and records documenting the transfer of secure materials within and outside the district)
- seating charts for all test sessions, with start and stop times and the name(s) of the test administrator(s) recorded

Districts may decide how this documentation is to be stored—scanned and kept in an electronic format or retained as hard copy—as long as the information is secure, legible, and can be retrieved. Districts should periodically audit campuses to ensure that this documentation has been accurately completed and securely stored.

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious or procedural.

Serious Irregularities

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an administration without permission
- discussing secure test content, student responses, or student performance
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content without permission from TEA
- fraudulently exempting or preventing a student from the administration of a required state assessment
- receiving or providing answers to student profiles during TELPAS calibration activities.

Procedural Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

Eligibility Error

- Eligible students were not tested.
- Ineligible students were tested.

Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

Improper Accounting for Secure Materials

- Secure materials were not returned, checked in, and accounted for at the end of each testing day.
- A test administrator, campus coordinator, or district coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials.

Monitoring Error

- A test administrator did not verify that a student recorded his or her responses and accepted a blank answer document from the student.
- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A test administrator did not ensure that students worked independently during testing.
- Students were not prevented from using cell phones or any other electronic device to take pictures, share postings, or send messages.
- A student was allowed to remove secure materials from the testing area.

Other Procedural Errors

- A test administrator failed to issue the correct materials (for example, No. 2 pencils, dictionaries, calculators), or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to administer tests or handle secure materials.
- A student was permitted to test beyond the allowed time limit or was not provided the full time allotment to complete a STAAR assessment.
- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.
- A student was provided an unallowable accommodation.
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.

Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified in writing of any conduct that potentially violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security and/or confidentiality of a test is itself a violation and could result in sanctions.

All incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported to TEA as soon as the district coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Despite how well prepared testing personnel may be, the possibility still exists that a mistake will be made. When an incident occurs, it is important to have procedures in place to help ensure that all the necessary information is gathered and evaluated so the district can make a clear determination about the occurrence. Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. Districts must ensure that all testing personnel are aware of their obligation to report testing irregularities and can easily access local reporting procedures.

The district coordinator (or his or her designee) is responsible for investigating all testing violations, whether confirmed or alleged. All confirmed testing irregularities must be reported to the TEA Student Assessment Division via the Online Incident Report Form, and the contents of all reports submitted to TEA must clearly lay out the sequence of events.

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Online Incident
Report

Reporting requirements differ based on the severity of the confirmed or alleged violation; therefore, district coordinators must assess whether the incident is a serious or procedural irregularity. For both serious and procedural irregularities, follow the instructions on the Online Incident Report Form and be prepared to

- explain what happened and how it occurred,
- clearly outline the sequence of events,
- include information about how the problem was resolved or remedied,
- include a district determination regarding the irregularity,
- provide a Plan of Action that the district will put into effect to prevent the incident from reoccurring, and
- include the name of the individual who assisted you if TEA was contacted.

Districts must submit the required information and documentation for irregularities within ten working days of becoming aware of the violation. If more time is needed, coordinators should contact the Student Assessment Division's security team by phone at 512-463-9536 or via email at testsecurity@tea.texas.gov to request an extension of the deadline.

Investigating and Reporting Serious Irregularities

The nature of serious irregularities requires a speedy investigation by the district so that all necessary evidence is gathered while the individuals involved in the irregularity are still available to interview and able to recall details. District coordinators must notify TEA as soon as they are made aware of any alleged or suspected violations that fall under the category of a serious irregularity.

Depending on the nature and severity of the issue, TEA may request that the district take certain actions, such as interviewing students or reviewing test materials. At a minimum, each of the following items must be completed and submitted by the district to fulfill the state's requirements for reporting serious testing violations:

- an Online Incident Report
- typed, dated, and signed statement(s) from the individual(s) involved
- a summary that includes a description of the incident and how the incident was resolved and the district's determination regarding the irregularity
- the Plan of Action section of the Online Incident Report (describes the steps that a district will take to ensure that the irregularity does not reoccur)

District coordinators should review all statements submitted by the involved parties to ensure that all information has been gathered. Statements from individuals responsible for or involved in a serious testing irregularity should be typed and submitted on district or campus letterhead and include at least the following information:

- name, title, and role during testing
- how the individual was responsible for or involved in the incident

- a description of the incident from the individual's perspective (an individual educator implicated in the report of having committed a serious testing irregularity should include a response to each specific allegation)
- the individual's signature
- the date the statement was signed

Any discrepancies noted in the collected statements should be addressed and resolved before submission.

Investigating and Reporting Procedural Irregularities

Because procedural irregularities are often the result of minor errors that do not generally represent severe breaches in test security or confidentiality, they require only the submission of an Online Incident Report. Districts must also complete the Plan of Action as part of the procedural incident report, describing the district's plan to prevent the reoccurrence of the incident. For these types of irregularities, the district's reporting obligation is fulfilled once the online submission has been completed. Documentation collected by the district during the investigation of a procedural irregularity should be kept locally. If more information is needed, TEA will notify the district coordinator.

Investigating and Reporting Other Irregularities

Most of the irregularities district coordinators will address involve occurrences in which adult testing personnel bear responsibility for what happened. In some cases, however, students may be involved in incidents that constitute serious violations.

Students Using Electronic Devices to Capture or Transmit Secure Test Content

TEA considers it a serious violation if a student photographs or duplicates secure test content or disseminates this information using an electronic device. It is considered a serious testing irregularity if a student takes pictures of or transmits any test information using electronic devices, and TEA must be contacted immediately. A district may be asked to submit an Online Incident Report, and student test results may be invalidated.

Student Cheating on State Assessments

Student cheating on state assessments requires action by the campus or the district coordinator. If the district determines that a student has been involved in cheating on a state assessment, the district is required to

- invalidate the student's test by marking the score code "O" for "Other" on the student answer document in the online form for the corresponding test;
- submit a separate serious Online Incident Report form if the district determines that testing personnel contributed to the cheating;

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- submit a procedural Online Incident Report if the district determines that a testing irregularity (such as inadequate monitoring) contributed to the cheating; and
- complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring. For more information, refer to the *Test Security Supplement*.

Submission of Information

Incident reports must be submitted to TEA online using the following guidelines:

1. Access the Online Incident Reporting Process page located online.
2. Review the procedures for reporting an irregularity online and then click the link titled "Online Incident Report Form."
3. Select your district and campus from the drop-down menus; choose "Yes" or "No" to identify you as the district coordinator and to identify the report you are making as either a serious or procedural irregularity. Complete the required information in the report form. Do not include confidential student information in your submission.
4. If you are submitting the documentation required for a serious violation, use the attachment feature in the form to attach the electronic supporting documentation.
5. If you choose not to use the online attachment feature, or the documentation to be submitted includes confidential student information, all supporting documentation that does not contain confidential student information may be submitted by email to testsecurity@tea.texas.gov. Districts needing to submit documentation containing confidential student information should contact a Student Assessment Test Security team member to make arrangements for transferring the information securely. With each set of documentation submitted, be sure to include in the email subject line the incident identification number provided to you upon completion of the online submission.

If you encounter difficulties using the online submission process, call the Student Assessment Division at 512-463-9536 for assistance.



Online Incident
Report

LDDA Form

Test Security
Supplement